

**Lamar University – M.Ed. in Educational Technology Leadership**

**Reflections of ITSE Standards**

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| **Course Number:** | **Course Name:** | **ITSE Standard** |
| **EDLD 5370 ET5398** | **Educational Technology Leadership Internship** | **Standard I – Technology Operations and Concepts** |

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| **Description of the Assignment/Performance**  **Tasks** | **ITSE Standard:**  **Educational Technology facilitators demonstrate an in-depth understanding of technology operations and concepts.** |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point) | Self Assessment: According to Standard I. Technology Operations and Concepts TF-I.A, I provided teacher training with on-going support to assist with proper usage and also provided on-going support for the ACE program. I held a Star Board Training on our campus for our teachers. I worked closely with the Director of Performance Management and Instructional Technology to create a technology in-service training that could assist our teachers in learning tools and ongoing collaborative usage for the interactive Star Boards. ISTE’s Technology Facilitation and Leadership Standards states that we should “assist teachers in the ongoing development of knowledge, skills, and understanding of technology systems, resources, and services that are aligned with district and state technology plans (TF-I.A.1.)” (Williamson, J. & Redish, R., 2009, p. 11). With an understanding of these standards, I wanted to assist our teachers with these Star Board needs.    Learn As a Learner: “Finding better methods to achieve and maintain technology competency is an ongoing pursuit for technology facilitators and leaders” ((Williamson, J. & Redish, R., 2009, p. 21). During the in-service, we divided into small groups and rotated through training modules to assist the teachers in working in the various core curriculum areas. We found that many times core teachers will cross over into different curriculum areas while teaching their objectives so it was an advantage for teachers to be able to learn many various tools associated with the Star Board and also obtain innovative lesson plan ideas for usage in their classroom. “These innovative tools could assist with better engaging students in the classroom environment” (Solomon, G., & Schrum, L., 2007, p. 3).  Lifelong Learning Skills: According to Williamson and Redish, “The evolving nature of technology also requires ongoing monitoring and building of educator proficiency. Technology competency is not a skill set that, once mastered, is static; rather, it is highly fluid, changing at the pace of technological innovation” ((Williamson, J. & Redish, R., 2009, p. 21). As a technology leader, I learned so much from the in-service training. I feel like by planning, setting up, initiating and fulfilling the in-service training, benefits were gained by all. We collaborated, shared ideas, and worked together to create and establish new innovative ideas for technology usage in the classroom setting. From the survey monkey that was conducted at the end of the in-service training session modules, we discovered that the teachers really benefited from remaining on our campus and being able to work in their own classrooms. They developed innovative lessons that could be used immediately and utilized their time to collaborate with their core team teachers to develop and implement lesson plan ideas that have now been used to assist teachers in engaging students in the classroom. Students learn by doing and the Star Board is an excellent way for students to work together collaboratively to problem solve and utilize higher order thinking skills to discover and uncover subject matter. “We need to include our students in everything we do in the classroom, involving them in discussions about curriculum development, teaching methods, school organization and assignment: (Prensky, M., 2005, p. 11) The interactive board engages students and involves them in the discussions about everything that is done in the classroom.  References  Prensky, M. (2005). *Listen to the Natives*. Association for Supervision and Curriculum Development, p.11.  Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene,  Oregon: ISTE, p. 3. .  Williamson, J. & Redish, T. (2009). Williamson, J. & Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 3 - 21. |